

## Coosa Elementary

45 Middle Road  
Beaufort, SC 29907

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	609 Students	
<b>Principal</b>	Cindy Keener	843-322-6100
<b>Superintendent</b>	Edna H. Crews	843-322-2300
<b>Board Chair</b>	Ms. Dale Friedman	843-322-2356

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	9	0	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Below Average	Yes

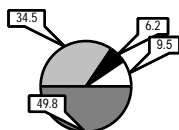
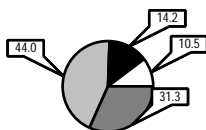
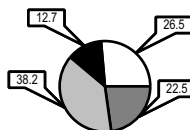
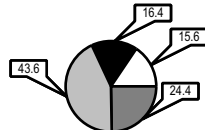
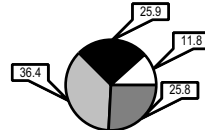
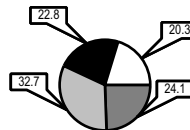
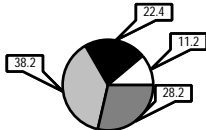
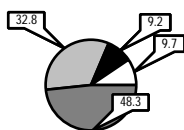
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	292	99.7	9.1	34.7	50.0	6.2	70.8	Yes	Yes
<b>Gender</b>									
Male	155	100.0	11.0	35.6	47.9	5.5	71.9		
Female	137	99.3	7.0	33.6	52.3	7.0	69.5		
<b>Racial/Ethnic Group</b>									
White	203	100.0	3.6	31.1	57.0	8.3	78.8	Yes	Yes
African American	71	98.6	24.2	47.0	28.8	0.0	45.5	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	16.7	33.3	41.7	8.3	75.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	262	99.6	5.7	35.0	52.8	6.5	74.8		
Disabled	30	100.0	39.3	32.1	25.0	3.6	35.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	292	99.7	9.1	34.7	50.0	6.2	70.8		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	290	99.7	8.8	34.6	50.4	6.3	71.3		
<b>Socio-Economic Status</b>									
Subsidized meals	76	98.7	22.5	43.7	32.4	1.4	47.9	Yes	Yes
Full-pay meals	216	100.0	4.4	31.5	56.2	7.9	78.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	292	100.0	10.5	44.0	31.3	14.2	64.7	Yes	Yes
<b>Gender</b>									
Male	155	100.0	6.2	42.5	35.6	15.8	70.5		
Female	137	100.0	15.5	45.7	26.4	12.4	58.1		
<b>Racial/Ethnic Group</b>									
White	203	100.0	4.1	38.9	37.8	19.2	77.2	Yes	Yes
African American	71	100.0	28.4	55.2	16.4	0.0	31.3	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	16.7	50.0	16.7	16.7	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	262	100.0	8.5	42.9	32.8	15.8	67.6		
Disabled	30	100.0	28.6	53.6	17.9	0.0	39.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	292	100.0	10.5	44.0	31.3	14.2	64.7		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	290	100.0	10.3	44.0	31.5	14.3	65.2		
<b>Socio-Economic Status</b>									
Subsidized meals	76	100.0	27.8	50.0	18.1	4.2	36.1	Yes	Yes
Full-pay meals	216	100.0	4.4	41.9	36.0	17.7	74.9		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	290	100.0	26.0	38.5	22.7	12.8	35.5
<b>Gender</b>							
Male	154	100.0	20.0	37.9	24.8	17.2	42.1
Female	136	100.0	32.8	39.1	20.3	7.8	28.1
<b>Racial/Ethnic Group</b>							
White	201	99.0	14.7	39.8	28.8	16.8	45.5
African American	71	100.0	56.7	37.3	6.0	0.0	6.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	25.0	25.0	25.0	25.0	50.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	261	100.0	22.0	40.7	23.6	13.8	37.4
Disabled	29	100.0	63.0	18.5	14.8	3.7	18.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	100.0	26.0	38.5	22.7	12.8	35.5
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	288	100.0	25.8	38.7	22.5	12.9	35.4
<b>Socio-Economic Status</b>							
Subsidized meals	76	100.0	52.8	31.9	9.7	5.6	15.3
Full-pay meals	214	100.0	16.4	40.8	27.4	15.4	42.8

<b>Social Studies</b>							
All Students	290	100.0	15.0	44.0	24.5	16.5	41.0
<b>Gender</b>							
Male	154	100.0	12.4	42.8	25.5	19.3	44.8
Female	136	100.0	18.0	45.3	23.4	13.3	36.7
<b>Racial/Ethnic Group</b>							
White	201	100.0	6.8	43.5	29.3	20.4	49.7
African American	71	100.0	37.3	47.8	11.9	3.0	14.9
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	25.0	25.0	16.7	33.3	50.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	261	100.0	11.8	45.1	25.2	17.9	43.1
Disabled	29	100.0	44.4	33.3	18.5	3.7	22.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	100.0	15.0	44.0	24.5	16.5	41.0
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	288	100.0	14.8	44.3	24.7	16.2	41.0
<b>Socio-Economic Status</b>							
Subsidized meals	76	100.0	40.3	41.7	12.5	5.6	18.1
Full-pay meals	214	100.0	6.0	44.8	28.9	20.4	49.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	88	100.0	5.9	23.5	58.8	11.8	70.6
	4	111	99.1	9.2	33.9	55.0	1.8	56.9
	5	102	100.0	13.7	44.1	36.3	5.9	42.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	105	100.0	3.1	21.6	64.9	10.3	75.3
	4	86	98.8	8.8	40.0	45.0	6.3	51.3
	5	101	100.0	15.5	43.3	39.2	2.1	41.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	88	100.0	11.8	49.4	32.9	5.9	38.8
	4	111	100.0	13.6	43.6	28.2	14.5	42.7
	5	102	100.0	13.7	40.2	21.6	24.5	46.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	105	100.0	7.2	43.3	37.1	12.4	49.5
	4	86	100.0	13.6	39.5	35.8	11.1	46.9
	5	101	100.0	11.3	48.5	21.6	18.6	40.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	104	100.0	26.0	39.6	28.1	6.3	34.4
	4	85	100.0	23.8	46.3	15.0	15.0	30.0
	5	101	100.0	27.8	30.9	23.7	17.5	41.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	104	100.0	7.3	47.9	29.2	15.6	44.8
	4	85	100.0	12.5	42.5	27.5	17.5	45.0
	5	101	100.0	24.7	41.2	17.5	16.5	34.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 609)</b>				
First graders who attended full-day kindergarten	78.8%	Down from 100.0%	99.0%	100.0%
Retention rate	2.6%	Down from 3.5%	1.7%	3.0%
Attendance rate	95.8%	Down from 96.3%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.3%	1.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	1.6%	3.2%
Eligible for gifted and talented	23.1%	Down from 24.1%	27.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.0%	Down from 3.3%	6.1%	8.2%
Older than usual for grade	0.7%	No change	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	61.9%	Up from 59.5%	56.5%	52.6%
Continuing contract teachers	88.1%	Up from 83.3%	81.0%	83.3%
Highly qualified teachers	95.0%	Up from 93.8%	93.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	94.3%	Up from 92.9%	89.3%	87.0%
Teacher attendance rate	96.3%	Up from 96.1%	95.2%	95.0%
Average teacher salary	\$44,709	Up 3.5%	\$43,089	\$41,703
Prof. development days/teacher	15.5 days	Up from 15.2 days	14.2 days	12.8 days
<b>School</b>				
Principal's years at school	30.0	Up from 28.0	5.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 21.3 to 1	20.2 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 90.6%	90.7%	89.8%
Dollars spent per pupil*	\$5,863	Up 7.5%	\$5,822	\$6,242
Percent of expenditures for teacher salaries*	68.0%	Up from 67.9%	66.1%	65.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	98.7%	Up from 98.6%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Coosa Elementary School continues to be a model for parent involvement, providing a variety of classroom structures to meet the needs of all children, character education, and literacy and math instruction. As principal, I would offer that our past and present success is directly related to the participation and involvement of motivated students, parents, staff, district administrators, and community volunteers in the total educational process.

As with any organization, competent and dedicated people are key. Coosa is fortunate to have a staff of experienced, diverse, and caring individuals. Each is devoted to the goal of providing "a challenging, engaging, and safe school connecting each child to a successful future everywhere and everyday." For this staff, student failure is unacceptable. Expectations are high in all curriculum areas. The Coosa community is extremely proud of their children's scores on the 2004 Palmetto Challenge Achievement Test. A large and increasing percentage of students scored in the upper levels of Proficient and Advanced. Other national, state, and local assessments prove that the vast majority of Coosa students are meeting or exceeding expectations. However, there is a relentless effort to continue to move those students who are and are not achieving onward and upward.

Support for Coosa from the community comes from various sources. The Kiwanis Club and Rotary Club of Beaufort offer the gift of time with individual students, as well as funding community awareness field trips. The Coosa Business Partners frequently offer assistance, and we are truly blessed with a very active PTO and School Improvement Council. The School Improvement Council, along with the staff, developed the new Five Year Strategic Plan this past spring. The plan emphasizes improved student achievement in the areas of literacy, math, science and social studies. This plan includes character education, home-school communication, staff development and technology components. The School Improvement Council will monitor and review the plan yearly.

A challenge for every school is to convey its needs to the members of the community capable of meeting those needs. In addition, it is imperative to build a lasting, bonding relationship between the stakeholders to benefit children. When a bonding relationship joins with a competent school staff, the result is a school that continually strives for academic excellence and each year comes closer to that goal. Coosa Elementary is that school.

Cindy Keener, Principal  
Judi Babalis, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	37	94	50
<b>Percent satisfied with learning environment</b>	100.0%	89.4%	89.6%
<b>Percent satisfied with social and physical environment</b>	100.0%	93.5%	89.8%
<b>Percent satisfied with school-home relations</b>	91.9%	89.4%	85.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.